Third Grade Earth/Space Science
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the various structures and processes of the Earth system.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**3.E.1.1. Students are able to define the difference between a rock and a mineral.** **Example:** Minerals look the same throughout while you can see different minerals within a rock. ✓ Examine fossils and describe how they are formed.
(Comprehension)	**3.E.1.2. Describe how humans use Earth's natural resources.** **Example**: using minerals for jewelry or trees for paper • Define natural resources.

Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**3.E.2.1. Students are able to identify the Earth as one of the planets that orbits the Sun.** • All planets orbit the Sun.
(Analysis)	**3.E.2.2. Students are able to recognize changes in the appearance of the Moon over time.** • Know that the Moon does not change shape, but at different times appears to change shape. ✓ Explain the relationship between the rotation of the Earth on its axis and the day/night cycle. • Describe the causes for Earth's seasons.

Third Grade Earth/Space Science
Performance Descriptors

Advanced	**Third grade students performing at the advanced level:** • compare and contrast rocks and minerals; • create a visual representation of the Sun and planets.
Proficient	**Third grade students performing at the proficient level:** • group rocks and minerals; • describe Earth's natural resources and their products; • identify the Sun, Earth, and Moon as a system; • describe the change in appearance of the Moon over time.
Basic	**Third grade students performing at the basic level:** • locate the Sun and the Earth; • recognize natural resources.

Third Grade Earth/Space Science
ELL Performance Descriptors

Proficient	**Third grade ELL students performing at the proficient level:** • locate the Sun and the Earth; • recognize natural resources; • ask questions related to science topics.
Intermediate	**Third grade ELL students performing at the intermediate level:** • identify the planet where they live; • name two natural resources; • give simple oral responses to questions on topics presented in class.
Basic	**Third grade ELL students performing at the basic level:** • locate the Sun; • know what a natural resource is; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	**Third grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Third grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fourth Grade Earth/Space Science
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the various structures and processes of the Earth system.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**4.E.1.1. Students are able to describe the basic stages of the water cycle.** **Example:** model of water cycle • Define evaporation, condensation, and precipitation.
(Comprehension)	**4.E.1.2. Students are able to describe how weather conditions and phenomena occur and can be predicted.** • Identify the positive and negative impacts of weather on the environment. Example: flooding vs adequate rainfall ✓ Explain the use of weather instruments. Examples: rain gauge, weather vane, thermometer, and barometer ✓ Identify the Earth's atmosphere, biosphere, lithosphere, and hydrosphere.

Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.** • Revolution and rotation ✓ Use terminology to describe the phases of the Moon. Examples: waning moon or waxing moon ✓ Describe relative size and position of moons, planets, and stars. ✓ Identify the characteristics of the planets. Examples: appearance, size, distance from the Sun

Fourth Grade Earth/Space Science
Performance Descriptors

Advanced	**Fourth grade students performing at the advanced level:** • demonstrate the water cycle; • interpret a weather map; • describe the relationship between the tilt of the Earth and seasons.
Proficient	**Fourth grade students performing at the proficient level:** • explain the basic water cycle; • identify negative and positive effects of weather conditions; • describe the relationship between rotation and revolution of the Earth.
Basic	**Fourth grade students performing at the basic level:** • recognize the basic water cycle; • describe the weather today; • demonstrate rotation using a globe.

Fourth Grade Earth/Space Science
ELL Performance Descriptor

Proficient	**Fourth grade ELL students performing at the proficient level:** • recognize the three components of the basic water cycle (evaporation, condensation, precipitation); • describe the negative efforts of weather; • demonstrate rotation using a globe; • ask questions related to science topics.
Intermediate	**Fourth grade ELL students performing at the intermediate level:** • label the basic water cycle components; • describe the positive effects of weather; • recognize that a globe is a model for the Earth; • give simple oral responses to questions on topics presented in class.
Basic	**Fourth grade ELL students performing at the basic level:** • recognize that water is reused; • describe the weather today; • recognize a globe; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.

Emergent	**Fourth grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Fourth grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.

Fifth Grade Earth/Space Science
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the various structures and processes of the Earth system.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**5.E.1.1. Students are able to describe the basic structure of Earth's interior.** • Define crust, mantle, and core. ✓ Explain the formation of geological features of the Earth through plate tectonics. Examples: volcanoes, faults, ocean trenches ✓ Describe how Earth's surface is constantly changing. Examples: earthquakes, volcanoes, weathering, erosion, and deposition ✓ Examine topographical maps.

Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**5.E.2.1. Students are able to describe the components (Sun, planets, and moons) of the solar system.** • Relative size • Order and relative distance from the Sun and each other ✓ Describe the relative scale of the Earth to the Sun, planets, and the Moon.
(Comprehension)	**5.E.2.2. Students are able to explain how the Earth's rotation affects the appearance of the sky.** • Constellations appear to move as a result of Earth's rotation. Example: The Big Dipper appears in different locations throughout the night. • Apparent brightness of a star depends in part upon its distance from the Earth. Example: A flashlight beam appears brighter as it moves closer.

Fifth Grade Earth/Space Science
Performance Descriptors

Advanced	**Fifth grade students performing at the advanced level:** • list the characteristics of the Earth's interior; • compare and contrast the components of the solar system.
Proficient	**Fifth grade students performing at the proficient level:** • describe the layers of the Earth's interior; • describe the components (Sun, planets, and moons) of the solar system; • explain how the Earth's rotation affects the appearance of the sky.
Basic	**Fifth grade students performing at the basic level:** • recognize the layers of the Earth; • identify the nine planets in our solar system.

Fifth Grade Earth/Space Science
ELL Performance Descriptors

Proficient	**Fifth grade ELL students performing at the proficient level:** • recognize the layers of the Earth; • identify the nine planets in the solar system; • ask questions related to science topics.
Intermediate	**Fifth grade ELL students performing at the intermediate level:** • label a diagram of the layers of the Earth; • identify five of the nine planets in the solar system; • give simple oral responses to questions on topics presented in class.
Basic	**Fifth grade ELL students performing at the basic level:** • recognize that the Earth has layers; • identify three of the nine planets in the solar system; • participate in science activities and experiments with other students; • use correct pronunciation of science words; • respond correctly to yes or no questions on topics presented in class.
Emergent	**Fifth grade ELL students performing at the emergent level:** • use correct pronunciation of science words; • use non-verbal communication to express scientific ideas.
Pre-emergent	**Fifth grade ELL students performing at the pre-emergent level:** • observe and model appropriate cultural and learning behaviors from peers and adults; • listen to and observe comprehensible instruction and communicate understanding non-verbally.